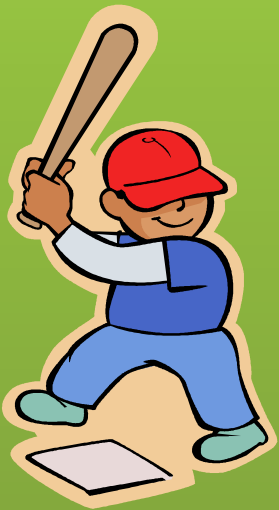


Challenges for Charter Schools Implementing Title I

Spring Coordinators 2014
Terry Strayhand

terry.strayhand@azed.gov
602-542-3112



Introduction:

Purpose/Goal

Contact Info. LEAs

Your name, number, email, LEA name

New charter?

Years receiving Title I funding?

Review handouts

Step 1

Take a few minutes, Using the **detailed** checklist, assess where you think you are on the list.

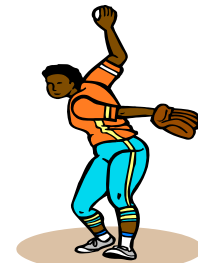


Step 2

Areas of Need

Review each process chart on the wall (start to finish). Use stickies to identify areas that were challenging

- * Use stickies to gather challenges and then we can organize those under topical areas for further discussion/clarification/examples from the floor of how they have handled these challenges.
- * Do your best to describe your *challenges or areas of need*.
- * Place name on sticky if you want me to contact you concerning your challenge in the near future
- * For those who are in tip top shape, please gather by the large GME sign.
 - If the GME system gets updated, what changes would you make?



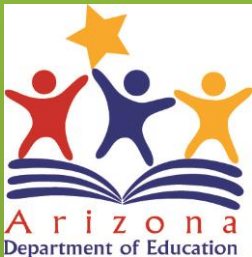
Review of Handouts

Checklist Package

- **Elementary and Secondary Education -**
 - **Title I Targeted Assistance School Plan Checklist**
 - **Targeted Assistance Checklist for Title I Education Program – Detailed**
 - **ESEA for LEAs Stages of A Title I Targeted Assisted Program**
 - **Components of a Title I Targeted Assistance Program**
 - **Schoolwide Plan Checklist**
- **Digital Horizon in Education (power point If time allows)**
Marilyn will give brief overview.

Digital Horizons in Education

Guidance on the Use of Technology in the Provision of Core Academic Subjects



- Notable growth in the number Internet based instructional providers.

- Digital curriculum

- Online courses



- Digital curriculum software (whether it is accessed locally from a school server or online via the Internet) would be considered the same as a textbook.
- Digital curriculum cannot replace the requirement for having a highly qualified teacher present with students when they are working.

- A highly qualified teacher of record must be present with students working on a core academic subject(s) through the use of digital curriculum software on a computer.
- It is recommended that students be grouped by content to insure that the teacher present in the room meets this requirement.

- A paraprofessional may be present to provide additional assistance to students utilizing a digital curriculum (as in a regular classroom setting), but cannot replace the requirement for a highly qualified teacher to be present.

- An LEA may utilize technology (ex. video conferencing) so that students who are remote from the main classroom can participate jointly in a live class being conducted.
 - This can be a very useful tool for providing educational services for some SPED students and also students participating in an alternative school setting.
- Students must be able to actively participate in the live class, including the ability to interact with the teacher and ask questions/receive direct assistance.

- In this instance, the teacher instructing the live class is acting as the teacher of record for all participating students.
- The teacher of record is responsible for directly instructing, evaluating and assigning grades for all students in the class and must be highly qualified in the assigned core content area.

- Students within an LEA can utilize an online course to receive instruction in a particular core content area.
 - This is often used in remote areas where recruitment of highly qualified teachers is difficult.
 - Instructional staff may be physically residing within Arizona or outside the state.
- The teacher of an online course will be responsible for providing instruction, be accountable for monitoring/evaluating student progress and assigning grades.
 - Online courses are pretty standardized at this point.

- In this instance, the teacher of the on-line course must meet Arizona's highly qualified requirements for the core content area they are teaching.
- The instructor of an on-line course must be reviewed annually to determine whether they are highly qualified for the core content area(s) they are teaching.

- The LEA must gather all of the supporting documentation needed to verify the highly qualified status of the on-line teaching staff.
- The LEA must maintain this documentation with the other teacher files for five years (as required for federal documents) **and** report the each core content teaching position on the Highly Qualified Position Input Application through the Common Log-On.

Keep in Mind:

- The information submitted as part of the Student-Teacher Connection is cross referenced with the Highly Qualified Teacher Position Input application.
- Warning or error messages?



- Teachers who are physically residing within or outside Arizona and providing an Arizona LEA with an on-line course must hold a valid Arizona Identity Verified Prints (IVP) fingerprint card.



- Established the Arizona Online Instruction Program
- Allows approved school districts & charter schools to develop online instructional systems
 - Expand learning opportunities for students throughout Arizona.

ARS § 15-808

- School districts/charters must submit an Arizona Online Instruction Program application.
- Recent statutory changes no longer allow distance learning programs without an approved program.
- Due date for applications submitted to the Board was October 11, 2013.

<http://www.azed.gov/state-board-education/aoi/>

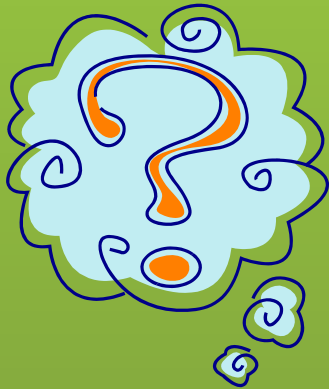
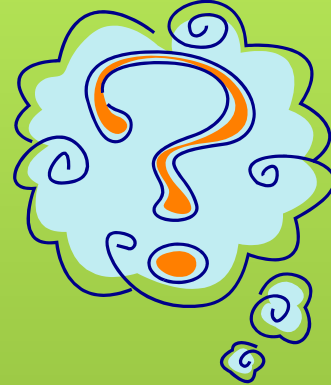
State Board Rules

R7-2-301 (E) and R7-2-302.02(3)

Amphi Academy at El Hogar	Amphitheater Unified District	Dist
Amphi Academy at Donaldson	Amphitheater Unified District	Dist
Superstition Mountain On-Line High School	Apache Junction Unified District	Dist
San Pedro Valley Online Academy	Benson Unified School District	Dist
BUHSD Institute of Online Learning	Buckeye Union High School District	Dist
Chandler Online Academy	Chandler Unified District #80	Dist
Mercury Online High School of Arizona	Ahwatukee Foothills Prep Early College High School, Inc.	Char
Mercury Online Academy of Arizona	Ahwatukee Foothills Prep, Inc.	Char
Arizona Connections Academy	Arizona Connections Academy Charter School, Inc.	Char
Hope High School Online	Blueprint Education	Char
Taylion Virtual Academy of Arizona	Calibre Academy	Char
iSchool2020	Carpe Diem Collegiate High School	Char

FY 2014 AOI Schools from School Finance (sample)

Title I and Online Instruction?



School Eligibility (formerly School Selection Table)

- List all schools in LEA.

(Is the online “school” better defined as a “program”?)

- Include number of low income students at each site.
- All schools above 75% poverty must be funded with Title I and operate a Title I program.

	Most recent census data
	Number of children eligible for free and reduced priced lunches under the Richard B. Russell National School Lunch Act
	Number of children in families receiving assistance under the State program funded under the Social Security Act
	Number of Children eligible to receive medical assistance under Medicaid
	A composite of such indicators; OR
	The Arizona Department of Education Income Guidelines for determining eligibility information for federal funding associated with programs funded under the Elementary and Secondary Education Act.

Title I School Eligibility (formerly School Selection Table) from the ESEA Consolidated Application in GME

https://gme.azed.gov/Funding/Sections/BuildingEligibility School Eligibility

School Eligibility

Blue Ridge Unified District (090232000) - FY 2014 - ESEA Consolidated - Rev 0 - Title I LEA

Go To ▶

Building Name (5 Buildings)	CTDS	Grade Span	Service	Enrollment (K-12)	Low Income Students (K-12) Number Percent	Sort Order (Asc)	Eligibility For Service	Eligible by Grandfather Clause	School Label
Blue Ridge Elementary School	090232101	PK - 02	Not Funded			0.00 %	<input type="checkbox"/>	<input type="checkbox"/>	None
Blue Ridge Middle School	090232102	05 - 06	Not Funded			0.00 %	<input type="checkbox"/>	<input type="checkbox"/>	None
Blue Ridge Jr High School	090232103	07 - 08	Not Funded			0.00 %	<input type="checkbox"/>	<input type="checkbox"/>	None
Blue Ridge Intermediate School	090232104	03 - 04	Not Funded			0.00 %	<input type="checkbox"/>	<input type="checkbox"/>	None
Blue Ridge High School	090232204	09 - 12	Not Funded			0.00 %	<input type="checkbox"/>	<input type="checkbox"/>	None
Totals:				0	0	0.00 %			

Session Timeout
00:58:00

The below table summarizes the minimum credit requirements for high school graduation in Arizona for the graduating class of 2013 and beyond. Please note that school districts and charter schools may, at their discretion, establish additional graduation credit requirements for their students.

English	4 credits
Math ⁽¹⁾ ⁽²⁾	4 credits
Science ⁽³⁾	3 credits
Social Studies ⁽⁴⁾	3 credits
CTE/Fine Art	1 credit
Electives	7 credits
Total	22 credits

Class of 2013 and Beyond High School Requirements

(1) Math courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant math content as determined by district governing boards or charter schools.

(2) The Algebra II requirement may be modified using a [Personal Curriculum](#) as outlined in R7-2-302.03. For questions specific to the Personal Curriculum, please contact either Suzi.Mast@azed.gov or Frankie.Sullivan@azed.gov.

(3) Three credits of science in preparation for proficiency at the high school level on the Arizona's Instrument to Measure Standards (AIMS) test.

(4) Social Studies shall consist of one credit of American History, one credit of World History/Geography, one-half credit of government and one-half credit of economics.

Teachers must meet Highly Qualified requirements for All Core Academic Subject Areas:

- Economics
- Elementary Education
- English
- Foreign Language
- Geography
- History
- Mathematics
- Middle Grades General Science
- Middle Grades Language Arts/Reading
- Middle Grades Mathematics
- Middle Grades Social Studies
- Music
- Political Science/Government
- Science (including Biology, Chemistry, Earth Science, General Science, Integrated Science, Physical Science and Physics)
- Visual Arts



Core and Supplemental Instruction

- What is the core (tier I) instruction and how are the Title services supplemental to the core instruction?



National Standards for Quality Online Courses

- International Association for K-12 Online Learning.

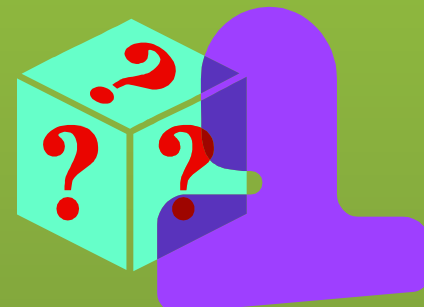
- http://www.inacol.org/cms/wp-content/uploads/2012/09/iNACOL_CourseStandards_2011.pdf

GUIDING QUESTIONS FOR PARENTS/GUARDIANS TO ASK DISTRICT OR PROVIDER OF ONLINE COURSE

- Are the online instructors Arizona certified and highly qualified?
- Are the teachers of the online course given specific training in current best practices and strategies for online teaching and learning and implementation of online education?
- Does the online teacher know and understand the subject area and age group they are teaching?
- Does the online teacher promote student success through clear expectations, prompt responses, and regular & ongoing feedback?
- How often does the staff receive mentoring, professional development, and technical assistance to develop their professional skills?
- Are the courses aligned to the Arizona College and Career Ready Standards?
- Is the content provided by an outside provider or created in house?

Issues and Questions

- What are three issues/questions that your organization faces as your students **access** online curriculum and/or courses?
- What are three issues/questions that your organization faces as you **provide** online curriculum and/or courses?



Contact information

- Marilyn.gardner@azed.gov or
602.542.5343
- Joan.Curtis@azed.gov or
602.542.5139

Thank you!

Sample of handouts

- Not all inclusive

- ELEMENTARY AND SECONDARY EDUCATION
- TITLE I

- TARGETED ASSISTANCE SCHOOL PLAN APPROVED CHECKLIST

-
- Citation: Section 1115 of the ESEA requires Targeted Assistance Programs to include the following components:
- School: LEA: In a targeted assistance school, funds are used to support programs for eligible children. (Eligible children who are failing or at risk of failing to meet state standards.) Eligible children might include those that are:
- economically disadvantaged, migrant, homeless, limited English proficient, Head Start, Even Start, neglected/
- delinquent.
- Please mark "X" for Completed
- () Identifies students who are failing or most at risk of failing to achieve state standards.
-
- () Eligible students are prioritized in rank order to provide services to those in greatest need.
-
- () Establishes a staffing pattern and schedule of services provided by Title I.
-
- () Program resources help participating children meet state's challenging student academic achievement
- standards expected for all children.
-
- () Planning for students served is incorporated into existing school planning.
-
- () Effective methods and instructional strategies are based on scientifically based research that strengthens
- the core academic program.
-
- () Provides primary consideration to providing extended learning time.
-
- () Provides an accelerated a high quality curriculum.
-
- () Minimizes the removal of children from the regular education classroom during regular school hours.
-
- () Coordinates with and support the regular education program.
-
- () Plans for assisting pre-school children in the transition from early childhood programs are implemented.
-
- () Provides instruction by highly qualified teachers.
-
- () Provides opportunities for professional development.
-
- () Provides strategies to increase parent involvement.
-
- () Coordinates and integrates federal, state, and local services and programs.
-
-
-
- LEA approval: _____ Date: _____

SCHOOL: _____

LEA: _____

MET	NOT MET	
		<div>1. Description of instructional strategies and programs which coordinate with and support the regular program.<div>a. Grades and subject areas to be served</div><div>b. Instructional strategies to be used</div><div>c. Scheduling models to be used</div><div>d. Supplemental instructional activities</div><div>e. Any educational field trip used as an instructional strategy must include documentation to support that the trip is aligned to the comprehensive needs assessment found in the targeted assistance plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.</div><div>f. Flexible Learning Program plan that addresses Priority, Focus and/or Alert Schools.</div></div>
		<div>2. Description of the method by which children with the greatest need are selected.<div>a. Pre K–2 multiple selection criteria</div><div>b. 3-12 multiple selection criteria</div><div>c. Copy of Multiple, educationally related, objective criteria worksheet for each subject and grade level of students being served, including Priority, Focus and/or Alert schools, if applicable.</div></div>
		<div>3. Description of provisions made to serve all eligible children, including economically disadvantaged, disabled, migrant, LEP, and homeless children, as well as, those who have participated in Head Start or Even Start or who received services from a neglected or delinquent institution during the previous two years.</div>

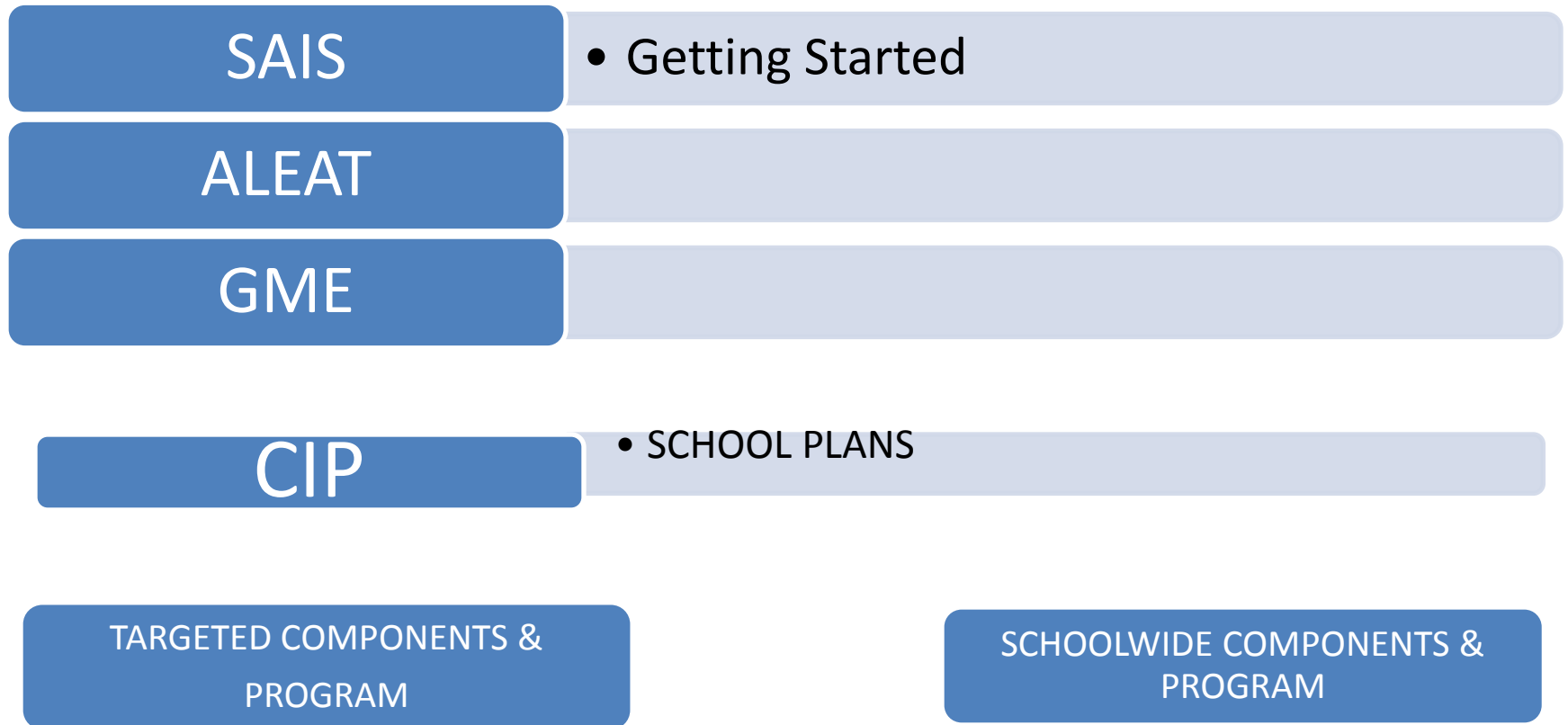
MET	NOT MET	
		1. Description of provisions for instruction by highly qualified staff and a description of strategies used to provide professional development opportunities to teachers and other individuals as appropriate.
		2. Strategies planned to increase the level of parental involvement based on the LEA parental involvement policy. The school level parent involvement policy and parent compact should be attached to the targeted assistance plan.
		3. Procedures to be used for coordination of Title I resources with other resources to enable children served to meet the State content standards and State student performance standards.
		4. Process for reviewing the progress made by participating children, on an ongoing basis and the process for evaluating and revising the program as needed to provide additional assistance to enable these children to meet the State content standards and State student performance standards.
		5. Procedures for annual assessment of students for meeting state and local expectations.

Comments:

Principal's Signature

Date

Process chart



Process chart

BUDGET

- DATES, REPORTS – COMPLETION REPORTS

NEW AND IMPROVED GME

- WHAT CHANGES WOULD YOU LIKE TO SEE